



The Northern Lights

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North Central High School, 1801 E. 86th Street, Indianapolis, IN 46240

Friday, September 25, 1987

NC Welcomes New Ass't. Principal

by Gail Paik

As a new school year begins at North Central High School, many new changes have occurred. A significant change at NC is the addition of a new assistant principal, Ms. Sylvia Lane.

Ms. Lane has had 11 years previous experience in the Washington Township school system. She has worked five years at Westlane Middle School in the math department, five years at Northview Middle School as math department chairman, and three years at Eastwood Middle School as assistant principal.

Charles Roach, principal of NC, states that adding Ms. Lane to the staff will spread out the responsibility in the area of discipline. Ms. Lane will be in charge of attendance and discipline, dealing primarily with the 9th grade students.

In the course of the year, Ms. Lane will have many other responsibilities. She will be the co-sponsor of the NC Student Council, the administrator liaison on the Reachout

Committee, a segment of Triangle Club, the programer of Recognition Day, and the organizer of Students at Risk, a new program dealing with students with difficulty staying in school.

She moved to NC because she felt that it was a good career move. She states that teaching is not a dead end job, but one with many opportunities.

Ms. Lane has not been at NC very long, but so far she enjoys her new work greatly. She feels that working at NC will be her biggest challenge. Even though it will be a challenge, it will not be her first time in a high school. She taught in a high school in Chicago. She is looking forward to working with high school students once again.

She feels that high school students are different than middle school students. Ms. Lane states that highschool students have had more experience, more learning and act more like adults.

In Ms. Lane's following years at



Miss Lane comes to NC from Eastwood Middle School.

NC she hopes to get more students involved in the many school activities. She hopes all the students will attend school daily, be prepared for class and be on time and have fun doing it.

Homecoming:

by Marla Burt

The past week has been filled with a variety of activities designed to build school spirit for Homecoming. The week will conclude with tonight's football game at 7:30 against Warren Central and the dance tomorrow evening.

Homecoming is at an early date this year, and because the members of student council were not elected in homerooms until this week, "I depended on the committee chairpersons and officers to be the Homecoming committee," said Steve Campbell, Student Council president. "We have been racing against the clock because of the early date, but my committee chairs have done a fantastic job in helping to plan all of the Homecoming activities." Campbell commented.

The Homecoming dance will be held in the student center tomorrow evening, Saturday, Sept. 26, from 9-midnight. Tickets may be purchased in the ticket booth for \$8 or at the door Saturday for \$10. The theme of the dance is "Golden Moments: Bring Back the Magic," and the band will be The Chosen Few. This year's Homecoming dance chairpersons are Chicca Doddoli and Jennifer Epstein. Dress will be semi-formal.

The schedule was planned so that no

major events would take place on the Jewish holiday, Rosh Hashonah, which was Thursday. "That way all of the students can participate in the Homecoming activities," said Campbell. The traditional Homecoming pep session, the first one of the year, was held during second period today. It was organized by the Spirit Committee chairs, Joel Andrew Palmer and Kristi Spears.

The 1987 Homecoming King and Queen candidates were nominated in social studies classes. Each class was allowed to nominate up to eight people for each title. The total number of votes for each person out of all the classes was tabulated and the top five vote-getters for each title make up the Homecoming court. The Queen will be crowned during halftime of tonight's game and the King will be crowned at Saturday's dance. Mike Mattler, a chairperson of the Cultural committee, is in charge of the halftime activities and the King and Queen selection committee.

School spirit is high as a result of the activities of the week. Campbell concludes, "It is difficult but not impossible to get the school involved with and excited about Homecoming so early in the school year."



The Homecoming Court is, from left to right: (seated) Treci Goens, Chicca Doddoli, Molly Wilson, Tami Lott, and Nikki Lovett. (standing) Gavin Inglis, Derek Cheeseborough, Tony Rice, Steve Campbell, and Mark Bernstein.

Teacher, School Board Negotiations?

by Jason C. Fruits

Teachers wearing the same colors, donning buttons, and having feelings of low morale mean that teachers have begun another year without a contract.

In Brief

Tonight is the Homecoming football game against Warren Central. It begins at 7:30.

Tomorrow night, Sat., Sept. 26, is the Homecoming dance from 9-12.

Book rental and lab fees will be collected in homerooms on Wed., Sept. 30.

Back-to-School Night is Wed., Sept. 30, at 7:30.

Underclassmen pictures will be taken on Thurs., Oct. 1 and Fri., Oct. 2.

Each year after the legislature has appropriated money, teachers must negotiate what part of the increase they should get. At the present time, (based upon reports of various foundations), teachers are asking for a 26% raise. The school board's team is offering 1.99% increase. The teachers' rationale is that the requested increase will bring their salaries in line with "like" occupations. Money is only one issue being discussed.

Teachers are wanting to discuss issues which they believe affect their classrooms. Such issues as class size, teaching atmosphere, and supervision appear to be important to teachers. Also, the WTEA (the local teacher organization which represents all teachers) is asking that non-members do their "fair share" in the bargaining process.

Teachers interviewed expressed frustration and anger at beginning another year without a contract. Junior high and elementary teachers are most upset about the cut in

aides. One teacher said, "The board has hired a lawyer to do their negotiating and so far, his salary would have paid for my aides!" Each educator mentions one issue which upsets them the most, but the tone of the answers is the same. Teachers want more say as to what happens in their classrooms.

Although low morale is obvious, teachers have not aired their problems in the classroom. Some plans may affect students if a contract is not settled soon. A "work the contract only" performance may mean no grading of papers outside of class, and after or before school help sessions may be curtailed. A day where students fill-out worksheets for each teacher, picketing, and informational leaflets passed out before back-to-school nights are also possibilities.

As negotiations continue, all parties concerned hope a contract is settled quickly. Students want the discussions to be completed so teachers can concentrate on problems in the classroom.

Of ripped jeans and backpacks

by Andrew Cupp

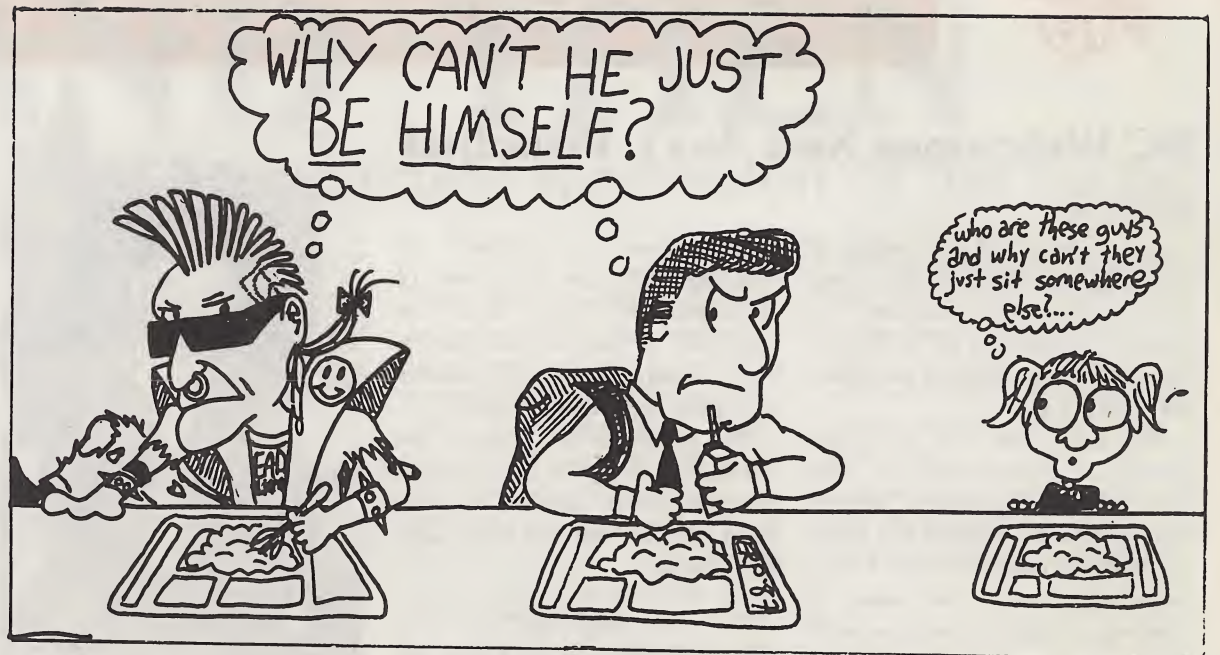
Over the years, trends have come and gone at North Central. Some fashions, such as blue jeans, have stuck for a long time with the students, however, with some variations. Other fashions, such as nifty, glow-in-the-dark watches, got shot down within a year. When one takes a close look at these fashions he can see some pretty silly ideas.

An example of a somewhat queer fashion is an old standby coupled with a modern twist, blue jeans with holes ripped in strategic places. Even this writer of tender years can remember a time when holes in a person's jeans meant that the wearer didn't have much money. Now though, the smart teen-ager will spend \$30 on a pair of jeans and rip them to shreds on his own. However, if a student wishes to have professionally ripped blue jeans, he can spend the extra \$10 and buy them pre-ripped. Still, no matter how the holes are acquired, the student will still have to cough up \$3 for the extremely necessary bleach. Now, that's fashion.

Another trend that may be here to stay is the always handy backpack. The student of the 80's

has quite a bit of important stuff to carry around that must be able to be reached at a moment's notice. A standard backpack will carry three broken pencils, one pen that is out of ink, a half pack of gum, all of last semester's half completed homework, and the wrong book for the current class. In many ways, a backpack for the male is his masculine answer to a purse. Why then do females need a backpack? Maybe girls have always known the secret of carrying junk around with them. You guys can't even use your pockets to keep up with the girls because you ripped those out last month.

Of course, there is not enough room in the entire paper to list all of the various student trends, but above will get a person started off on the right foot at North Central. As for the reasons for these fashions, one can only guess. But, it is known that the coolest guy in class is the one that has acquired the most rips in his jeans. So, get busy with the scissors and stuff this paper in the bottom of the pack, and that's what's hip.



Tenure for teachers:

by Andrew Libby

Should teachers be able to receive tenure after five years of service to their schools? This controversy continues to be debated as Secretary of Education William Bennett strongly pushes for President Reagan's Excellence in Education programs in our public schools.

Tenure is used to describe a "continuous contract granted to a teacher upon the successful completion of probationary years of employment." After five years, teachers are able to gain tenure until retirement and the only reasons prompting dismissal are "neglect of duty, incompetence, immorality, conviction of a felony, improper use of drugs and intoxicants or insubordination."

Although the most commonly known reason for tenure is teacher job security, a stronger justification for it is the protection of academic freedoms. This concept is similar to the situation of federal court judges whose tenure promotes fairness and objectivity in their rulings. That same principle can be applied to teaching because tenure gives the

Should five years equal job security?

teacher the freedom to study and teach any subject without any fears or anxieties about job security. Academic freedom is a protection for teachers from the pressures, influences or sanctions from state and church authorities. This intellectual freedom is something that the United States, as a free and open democracy, prides itself in and is indispensable to the success of our educational system.

Too often, however, the tenure system is abused and its disadvantages are numerous. For example, tenure is said to generate "deadwood" and promote complacency in the classroom where a teacher is no longer effective. Tenure also tends to lead to the dismissal of intelligent and promising young teachers in a period of declining enrollment and this prevents schools from upgrading their faculty. Too many times, teachers are granted tenure for simply existing within a classroom for five years without stirring any controversy or having any serious negative comments and evalua-

tions.

There are, however, possibilities to insure academic freedoms without shielding mediocrity. Teachers can be evaluated fairly and honestly by their professional contributions (such as publishing material or lecturing at a seminar) or enhancing their own education by going back to school. Teachers can also be evaluated accurately by the classroom observations of a principal or department chairman. They can be judged on their teaching methods, student activity and participation, the student-teacher relationship and their contributions to the department and the school. In this way, teachers job security rests with performance and not solely on inhabiting a classroom for five years.

Until measures such as these are implemented however, tenure is still the best alternative. Although not foolproof or without shortcomings, it has proved a fairly effective way of protecting academic freedoms in the classroom.

Teacher competency testing: good/bad?

"We like it. We think it's a good idea to have a standard test for teachers. It'll make sure that all teachers are qualified."

Jason and Kyle Sherman, juniors

"I think they should be tested because teachers should know what they are talking about when they try to teach us."

Sarah Burns, sophomore



The Northern Lights

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Innovative teachers who have what it takes!

An innovative teacher: someone who makes learning interesting, at times even fun, but gets his point across in a different way. *The Northern Lights* has chosen to feature a few such innovative teachers including Mr. Watson, Mr. Screes, Mr. Broderick, Mr. Seigel, and Miss Brown (formerly Mrs. Blaylock).

We asked a few students just what they thought of these teachers and how the teacher made the class different.



Mr. Bill Broderick

What students had to say about Mr. Broderick's class:

"Mr. Broderick? Well, he talks a lot. In one week I've learned enough about him to write a book. He likes to share his enlightening experiences. For example, I now know, in graphic detail, how the pig for a luau is slaughtered and the blood is collected... We have had some interesting discussions in there (even if the class is almost all freshmen and sophomores.) He really likes to let the class discuss their ideas and opinions. It's better than listening to boring lectures!"

Cyndi Konkle, senior

"When we've had discussions it's free. He's not biased towards a person. He's a fair teacher."

Gary Selig, freshman



Mr. Bob Watson

"He really makes learning fun. He lets everyone say what they think. He's not prejudiced against a certain kind of person. I now like World history."

Amy Sanford, freshman



Mr. Bob Seigel

What students had to say about Mr. Seigel's class:

"It's fun because it's so laid back. There's no schedule so you can do or say what you want. You learn more."

Matthew Moore, sophomore

"I appreciate that he gives us the opportunity to take the initiative and that the class isn't based on academic perfection."

Dave Zeager, sophomore

"It's great. He puts learning in a different way to make it easier and more interesting. If you want to talk about something, he lets you talk."

Eric Shoop, sophomore

What students had to say about Mr. Screes' class:

"Mr. Screes is a fun teacher. He talks on our level, tries to make the class fun, interesting, and enjoyable. He really understands how students feel about their school subjects and what kinds of things they like to do."

Wendy Shiple, senior

What students had to say about Mr. Watson's class:

"Mr. Watson is very liberal and flexible. What you learn in there (his class) is largely what you put into it. His labs are wild and his lectures are entertaining but informative. I got a chance to experiment and learn on my own but still have a resource behind me."

Denise Purdie, senior

What students had to say about Miss Brown's class:

"Miss Brown was and is a great teacher. She made journalism interesting. Where else could you study an underground newspaper in class?"

Tina Icenogle, junior



Miss Sandra Blaylock

"She's great! She relates to the students more than others. Some teachers are more like teachers but she talks to you like she's a friend. She asks everyone's opinion and you can tell she really cares about it. For a new student she'd be very easy to get to know."

Ashanti Butler, junior

"I like her a lot. She's a good teacher because she says things that make people listen. Things that most people don't say. I've already learned a lot."

Ann Banta, sophomore



- T** Hi! I'm Travis.
S Hi! I'm Seymour, and we're Travis and Seymour.
T And we're back with the reviews for you.
S Today we're reviewing Michael Jackson's hot new album... well, his brand-new album, "Bad".
T We're running a little behind schedule so we're reviewing it as we listen to it.
S The first song is "Bad". I mean that's the name of the song, as far as I'm concerned they should have called it "Weak".
T Yeah, Michael does say "Bad" 36 times, but this wheezing keyboard solo sounds pretty cool.
S O.K. Here's the next song...
T Wait a minute, no it's not. This is still "Bad".
S Yeah, that's true, but it is the second song. Anyway, what's the difference? They all sound the same.
T Here's "The Way You Make Me Feel" and "Speed Demon". They sound like a couple of throw-away songs. I think this whole first side is a throw-away actually. Why don't we just fast-forward to the second side.
S O.K. Trav. You know, I can't believe it took two years to make this. All that the songs really have is a good beat and heavy breathing from Michael.
T He sounds like an asthmatic speaking Lebanese.
S Hey, This song doesn't sound too bad. It's "Man in the Mirror".
T That's the only song on the album Michael didn't write.
S Well, that explains it. Wait a minute! What's this stuff! Michael's saying all kinds of mushy rubbish here in "I Just Can't Stop Loving You".
T He said people misunderstand him because they don't know him. How can you get to know a guy who spends all his time out buying old bones and sleeping in oxygen chambers?
S The album finishes with "Dirty Diana" and "Smooth Criminal". Two more mediocre songs.
T Well, all in all, "Bad" is a pretty sad follow-up to "Thriller".
S Stay clean...
T Or don't!

* Travis and Seymour will slow dance with Joel Andrew Palmer and Christian Ruch at Homecoming tomorrow night.



AIDS IN SCHOOL

Should AIDS Victims Be Allowed In School?

YES

by Gary Frisch

The disease AIDS, or Acquired Immune Deficiency Syndrome, is currently one of the nation's most dreaded and feared diseases. The question at stake here is should students with AIDS be permitted to attend their regularly scheduled school classes. The ONLY way the disease can be transmitted is when the virus has access to the blood of another person. Proof of this theory has been shown in studies where people living with an AIDS patient have shared beds and toothbrushes with the infected person.



NO

by Paul Matthew Yonover

AIDS: The mere mention of the word causes many to cringe. The disease has become known to represent one of modern man's most serious health threats. It has been described as the Black Plague of the Twentieth Century.

The fear in the public is understandable. In the U.S. alone there are as many as 1.5 million people who may already carry the virus. Thousands have died already, and no one who has developed the disease has been known to survive. In Africa, where the epidemic has hit hardest, it has been predicted that over 100 million people will carry the virus.

In a CBS-New York Times poll released on September 12, 1985, nearly half of the respondents believed that acquired immune-deficiency syndrome can be spread in this way (through casual contact).

Perhaps what needs to be done is to educate the public more about the disease and let them understand that it can't be spread by "casual" contact. According to New York Mayor Edward Koch when asked if children with AIDS should be permitted to enter school, he responded, "What are you going to do, take a child that the doctors have said is no threat to any other children and just cast that child into the river?"

It has been heard and felt that the most dangerous part of the AIDS epidemic is the panic of the people. One such example occurred in AIDS in the Mind of America:

"At Lenox Hill Hospital, Mr. Ruskay said: "He was paying \$420 a day for a hospital room, and I couldn't get the porter to clean the room. I had to clean the bath myself." A public affairs official at Lenox Hill said, after talking with Mr. Doud's doctor, that she could not speak to this particular instance. She said the hospital was aware of fear of AIDS among its employees.

When Mr. Ruskay moved Mr. Doud to Phoenix, his mother's home, at her request, "the pilot wanted to throw him off the plane," Ruskay said. At St. Joseph's Medical Center in Phoenix "they really were very afraid to handle him," Mr. Ruskay said. "They weren't even washing him."

It is now a well known disease, a killer disease, and one without a cure. AIDS doesn't affect all, but for those few school children who have contracted the disease, it is very painful, not only physically but mentally also. The disease is not transmitted by "casual" contact, and therefore cannot be transmitted to other children.

Note: The Insights page is not an editorial page, and in all fairness and in accordance to proper journalistic practices, both sides of an issue are presented. The views of a "pro" or "con" article are not necessarily the personal views of the writer(s). Comments about the page are welcome.

Q & A

An Insights interview with the Principal of North Central, Mr. Charles Roach:

Northern Lights: What is the administration's position on the topic of AIDS patients in school?

Charles Roach: I cannot speak for (the administration)..., but I think initially it would be our intent to educate the public that, in fact, the possibility of having a (AIDS) student in the building is not necessarily reason for serious concern.

NL What are North Central's plans to educate the population about the disease?

CR Last spring, we made sure that all students at NCHS received some basic information associated with the disease. This was the first phase of an ongoing process. Prior to this, we had an in-service program for our staff. We made sure that our staff was...well versed in the subject area. We intend to continue with those efforts this year.

As with any major issue brought into the eye of the public, controversy has been on the heels of the disease. Among the questions surrounding AIDS has been, "Should AIDS victims be allowed in the public schools?"

The U.S. Center for Disease Control has said that AIDS victims are an "apparent nonexistent" risk to others by casual contact.

However, point out those opposed to AIDS victims being in public schools, the CDC is hiding behind the word "apparent." They feel that although for now there is no evidence pointing to a spread through casual contact, that is not to say what is to come in the future. What if the CDC realizes its wrong five years from now?, they ask. What if we have unnecessarily risked the lives of innocent children by exposing them to the deadly disease?, they inquire.

Not only is no one 100% positive that AIDS cannot be spread by casual contact, there are other factors involved. Keeping an AIDS child in school would be seriously risking his or her health as well because the nature of the disease is to strike the immune system. It would make the child both a recipient and transmitter of secondary diseases, thus posing a threat to everyone involved.

Another complication in an already complex situation is the fact that the identity of the patient needs to be kept confidential. If it were not, the person would be subject to unfair and cruel harassment and discrimination. On the other hand, if the victim's identity were unknown and if there is a situation such as vomiting or mouth-to-mouth resuscitation is needed, one may accidentally catch the disease because one would be unaware of the dangers in dealing with that person.

"The unknown danger of AIDS is with us now, but it pays to stress the word 'unknown'," says an article in the *Wall Street Journal*. Being a disease that has only been recognized since early this decade, many things are still not known to the scientists studying the disease. One of the only things known for sure is that it is deadly.

Even the hope of a vaccine, cure, or even effective treatment is somewhere in the future. Although there is no need for panic, many believe that there is no need to subject others to any unnecessary possible contamination.

Football off to strong beginning

by Steve Campbell

The North Central football team started off the 1987 season with a bang. The young Panther team shocked the state with an upset victory over the defending 5A state champions, Carmel Greyhounds, by a score of 26-15. The Panthers' win over the top ranked team in the state boosted the Panthers to a number three and five ranking in the AP and UPI poles.

North Central has long been paced by their outstanding defense, and this game was no different. With a starting squad that had little varsity experience, the Panthers almost completely shut down the Carmel offense. The defensive front, consisting of five seniors, Jay Blakey, Louis Craig, Brett Foltz, John Lanier and Mike Stiles, and junior Aaron Shelby,

constantly clogged up the offensive line and allowed few Carmel rushers to get past them. The Panther secondary did an equally outstanding job of stopping the Carmel air Attack. In addition to this fine play, the NC defense also forced many costly turnovers which were later turned into scores.

The Panthers first got on the board with a field goal from place kicker Mike Falender. After a few Carmel scores, the rest of the game was dominated by the talented offensive unit of the Panthers. Junior quarterback Craig Knox completed five of eight passes for 156 yards, including a 16-yard touchdown pass to senior receiver Tony Rice and a 73-yard touchdown again to Rice. North Central got another field goal from Falender and ended

their scoring with a touchdown run from senior fullback Alan Myers.

NC's scoring flurry was the most points allowed by Carmel since

1985 and it helped NC have its first win over Carmel since 1983.

After this big win, The Panthers traveled to Broad Ripple the following Friday. The Panthers went into the game against the Rockets ranked number five in state and came out of the game with their ranking protected.

"We were just off that win against Carmel and I think it gave us too much confidence and it showed in the Ben Davis game," says senior Louis Craig. "The loss (to Ben Davis) will make us work harder and I think we will be ready for our other games. I'm hoping that the seniors will take charge and tonight will be different."



Senior Jeff Wann practices before the Carmel game in order to perform his best

Boys' tennis defeats Carmel

by Brett Henry

North Central has long been known for its strong tennis. The boys' tennis team has already begun to continue this tradition as another year has kicked off in good fashion.

In the opening match of the season, the Panthers knocked off top-ranked Carmel, 3-2, in a hard fought struggle. The team gained a big advantage from this important win. "I think the win over Carmel

gave the team a lot of confidence," commented freshman Erik Barrett.

Besides the Carmel win, the second-ranked Panthers defeated Pike, Cathedral and number three Warsaw all by a score of 5-0. With a record of 4-0 and a win over the top-ranked Greyhounds, North Central will likely be the state's new number one team.

The team lost their number one singles player from a year ago, but junior David Held has come in to

fill the void left by Miles Nelson. Held has made a big transition from a year ago, when he played number two doubles. "It was a big adjustment for me," states Held. "I felt like I had the pressure of the whole school on me."

In addition to Held, number two singles is played by junior Tom Wiese, who brings in a two year winning streak. Experienced senior Tim Fletchall occupies the number three singles spot. The duo of Marty Hill and Tag Birge, a senior and junior respectively, begin their second straight year of playing together as the number one doubles team. The number two doubles position is up in the air at this time. In the four matches played, four different doubles combinations were used. The remaining varsity squad is composed of senior Rob Griffith and Brent Rubin, sophomores John Baxter, Michael Ricafort, Evan Dorman and Josh Hague, and the lone freshman, Erik Barrett.

Looking down the road, the Panthers feel the sectional meet will probably determine this year's state champion. The winner of this sectional, whether it be North Central or Carmel, will probably be the odds-on-favorite to take the state crown. The team is very optimistic about meeting their fierce rival in this meet. "We know we can beat them; we just have to do it again," said Fletchall.



Junior Tom Wiese, number two singles, prepares to meet Park Tutor with a powerful forehand

Standing behind the Mike

The sweet smell of success

With the school year less than a month old, a feeling of electricity is already causing excitement throughout North Central. Just as Lucy feels a sense of satisfaction after pulling the football out from under Charlie Brown, so too can Panthers everywhere feel pride after witnessing their football and tennis teams send the Greyhounds of Carmel home with their tails between their legs. Call it primitive. Call it cruel. But it feels good.

The ball started rolling before doors even opened for classes as the football team kicked its season off with a bang. After quarterback Craig Knox connected with receiver Tony Rice for a 45-yard gain on the game's first play from scrimmage, it was clear that something big loomed on the horizon. With the offense in gear, the only question which remained was whether the defense would be up to par.

Any such doubts were laid to rest on Carmel's first possession, as Greyhound quarterback Bill Padgett received a personal introduction to the Panther pass rush. After fading back to pass, Padgett was sacked and coughed the ball up on his own five yard line. From that point, there was no turning back. The offense exploded for 17 points in the third quarter after closing the first half with a beautiful 16-yard scoring strike. The defense kept the pressure on Padgett while holding Carmel to minus-one yard rushing in 34 attempts. When the final gun sounded, and the smoke cleared, the scoreboard read North Central 26, Carmel 15.

Less than a week later, the two schools met on the tennis courts. At stake was the state's number one ranking, and, once again, the Panthers came through. Number two doubles team John Baxter and Mike Ricafort gave North Central an early lead with a straight set victory and then looked on as the other four matches each went into third and deciding sets. The scores were close, but, in the end, Tom Wiese emerged victorious at number two singles, and Marty Hill and Tag Birge secured the Panthers 3-2 victory with a number one singles win.

Football and tennis are at the very center of the North Central-Carmel rivalry, and victories in them are cause for celebration. The accomplishments of each of these teams stand as a source of pride for students and faculty alike. These successes, however, may only be the beginning.

NOW AND THEN

Student Awareness Today...

by Rebecca Rahe

In this issue we are considering the students of the turbulent late sixties and early seventies and how they compare with ourselves—students of, in truth, a no less turbulent time. However, the problems facing our nation now do not seem to have as direct an effect on our everyday lives. It has been said that students of today do not share the same awareness as those of an earlier generation. The Backpage has asked a few students to give their views of political awareness at North Central and their own interest in current events.

I follow what is going on around the world because there is no such thing as isolationism in the nuclear age. I prefer no political party—I don't trust politicians, and both major parties have problems. If there were a party with the Republican foreign policy and Democratic domestic policy, maybe I'd vote for them. The issues facing us today should make every American kid concerned with the future and electrify him to action.

Marc Baer

I don't think people at North Central pay much attention to current events and political issues because it's not really that important in our daily lives. No matter what's happening in the Persian Gulf we still have to get up early for school and do all the normal things we have to do. Even if a person did closely follow current events he would be a minority, because nobody else really cares.

Bob Keedy

Although I read the paper or watch the news almost every day, I don't feel that I am as well versed in current events and politics as I

should be, and I know most of my friends aren't either. I think schools should develop a required daily class, maybe 30 minutes long, where kids could learn more about current situations and discuss in-depth possible solutions. After all, they may someday have a chance to implement the ideas they come up with today.

I have no particular preference for a political party. I like to judge candidates on their individual platforms.

While I feel very strongly about many of the issues facing our nation, my feelings are based on ideals. The problems seem distant and intangible as though they were merely a debate about values and not really a threat to our complacent way of life.

Bridget Graham

I try to follow current events as much as possible. I don't favor a particular party right now because they don't always address issues in an honest way—they say what they think the public wants to hear. I care a great deal about the problems in the world today. We have a lot to fix because of problems created in the past and the problems beginning even now.

Jennifer Jenkins

I have been interested in politics since I was young. I am usually aligned with the conservative/Republican viewpoint. Some would even say I am an ultra conservative. My outlook probably stems from my conservative parents. I am for capital punishment, welfare, and military and national budget reform. I am against tax increases, raising the minimum wage, and Ted Kennedy. Especially Ted.

Jason Little

by Caroline Coons

The late 1960's was a period of great dissatisfaction for many people, especially America's youth.

In today's society, it may seem a bit unreasonable to be sent home from school due to length of hair or for wearing jeans, but these basic freedoms we take for granted were at one point in our history a major concern. Kent State and Woodstock were big events on the college scene, but what was happening on the high school level?

Mr. Walker, assistant principal, said, "In the late sixties you saw a period of rebellion against establishment."

"Students were interested in tearing down the system," said Mr. Bugher, assistant principal.

The youth began to experiment with substance abuse. They began to question the dress code as well as moral issues. The whole philosophy of the period was as Mr. Walker said, "Nothing is perfect, so why try?" and "Let other people do it because that's the thing to do."

"The students of the late sixties wanted a unique identity. They wanted to be called by specific nicknames," said Mr. Siegel, teacher.

Mr. Stahl, guidance counselor and sponsor of the sophomore class, came to North Central from a small school of 500 students in 1967. At the time, North Central was a three year high school with approximately 3200 students. Mr. Stahl saw the students as "more aggressive, closer to the college scene, and a progressive liberal group of kids." They were politically aware and involved in the changes taking place around them.

Mrs. Marsh, guidance counselor and sponsor of the freshmen class, worked in Phoenix, Arizona before moving to Indiana. She noticed that in the early seventies, Indiana students had not progressed in contrast to Phoenix students who were wearing jeans.

Mr. Johnson, teacher, began teaching at Brebeuf High School in the late sixties. Brebeuf at that time was an all boys school and there, too, student and faculty opinion was expressed. "There was even an underground newspaper written by a faculty member," said Johnson.

There was also a case dealing with the "long hair" issue which was actually tried in court. Not as a direct spinoff of the "long hair" case, but as a consequence of the changing times, North Central introduced the Student Grievance Procedure in the fall of 1971. Basically, this made the individual responsible for choosing, within limits, his school attire.

Not all feelings of discontent at North Central went unannounced, action was taken on occasion. Miss Allen, guidance counselor and sponsor of the junior class, had a female student who decided to wear pants to school one day because she felt standing at the bus stop in mid-winter in a skirt was ridiculous. She was sent home.

Another issue that affected student life in the sixties was student/parent rights. Miss Brown, teacher, said, "There was a dramatic shift in how much 'pain and suffering' a teacher could inflict! From 1965-1969, the steps were as follows:

- Teacher could spank, rap knuckles, shake, etc. in the classroom.
- Teacher could spank in the principal's office with a witness and a written report.
- Only principal could paddle.
- No paddling or only with parents' permission by an administrator only."

Many of our basic school freedoms were a result of student disconcertion in the sixties. "Today's students are having more positive confrontations and utilizing such things as talk and debate," said Mr. Bugher. It just proves that students can make a difference, only our students are making that difference in a more positive, uplifting way.

